



Special Educational Needs & Disabilities (SEND) Policy

**Special Educational Needs
& Disabilities (SEND) Policy
for St Mary's CE Primary School.**

Approved by the Governing Body: Autumn 2024

Next Review: Autumn 2025

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This policy is written in line with the requirements of:-

- Children and Families Act 2014 Part 3 and Section 69(2)
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010
- Achieving for Children: Golden Binder

This policy should also be read in conjunction with the following policies:

Behaviour Policy and Statement of Principles, Accessibility Plan, Admissions Policy, Anti-bullying Policy, Attendance and Punctuality Policy, Assessment Policy, Child Protection and Safeguarding Policy, Children with Health Needs who Cannot Attend School Policy, Complaints Policy Equalities Policy and Objectives, Curriculum Subject Policies, Exclusion policy, Home Learning Policy, Learning and Teaching Policy, Medical Conditions in School Policy, Mental Health and Wellbeing Policy and Marking Policy

This policy was developed with the SLT, SEND team and representatives of the Governing Body and the parent body, and will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1a. The kinds of special educational need for which provision is made at St Mary's CE Primary School:

St Mary's is a mainstream school accommodated over three sites. St Mary's believes that all children and young people are entitled to being treated with compassion and an education, steeped in excellence, that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At St Mary's we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. For instance, we are experienced in dyslexia, dyspraxia, attention needs, speech and language needs, and autism spectrum disorder.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: speech and language difficulties, autistic spectrum conditions, dyslexia, dyspraxia, attention needs, attachment difficulties and medical conditions. Decisions on the admission of pupils into mainstream with an Education, Health and Care Plan are made in consultation with the Local Authority.

1b Admissions procedures for children with SEND.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage children with disabilities or those with special educational needs and will follow the usual school admissions procedures.

For those children with Education, Health and Care Plans, admissions are through Achieving for Children, with whom we consult. Individual applications are assessed on a case by case basis as the school needs to ensure that the specific needs of the child can be met. The SENCO will arrange to meet with the parents or carers of a prospective pupil with an EHCP and ensure that the best possible outcomes for the child can be met.

2. Information about the policy for identification and assessment of pupils with SEND

At St Mary's, class teachers meet each term with members of the Senior Leadership Team and SENCOs to monitor the progress of all pupils. Some pupils will require monitoring on a more regular basis and will be discussed routinely at fortnightly Senior Leadership Meetings. We also use a range of assessments with all the pupils at various points e.g. Reception EYFS baseline assessments upon entry, Y1 phonics screening and optional Year group SATs. The school operates an 'open door' policy for both teachers and parents to discuss their concerns with a senior member of staff or a member of the SEND team. Confidentiality and discretion are paramount at St Mary's. All communications with parents, staff or specialists are conducted in a private, compassionate and confidential manner at all times.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational needs have not been identified. This extra support will enable the pupil to catch up. Examples of extra support are phonics, reading, writing, social communication, fine motor

and handwriting and maths groups. For the purposes of monitoring progress, the child will be placed on our “record of concern” register, but not as yet on our SEND register.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and needs are identified and used to design an appropriate individualised intervention programme. In many cases these underlying needs often explain progress issues or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise. The school will seek permission from the parent before involving the expertise of a third party professional in assessment or advice so there is full understanding as to the nature of the interaction and possible outcomes of such action.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents to ensure full understanding as to the nature of the interaction and possible outcomes expected. Then a support plan is prepared and reviewed regularly, and refined / revised if necessary. The pupil is at the centre of this process and involved in setting and reviewing their own targets. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need and will be placed on the School’s SEND Register.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. He or she may be placed as a ‘record of concern’ and reviewed regularly.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used, striving for excellence. We will use the model of assess, plan, do and review to monitor the impact of any additional support on the pupils’ educational progress. The assessment will identify a child as needing SEND support and will involve the class teacher working with the SENCo to carry out a clear analysis of the pupils’ needs. The plan will involve the teacher and the SENCo agreeing in consultation with the parent and pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress development or behaviour. The next step will involve the class teacher being responsible for working with the child on a daily basis and still retaining responsibility for the pupil if the interventions take place outside of the classroom. Finally, the review will involve the class teacher working with the SENCo and will revise the support in light of the pupils’ progress and development.

Additional support, with compassion, offered to the families of pupils with SEND may involve links with outside agencies and the school will work in partnership with the appropriate services e.g. links with Skylarks, CAMHS, SALT, OT and parent partnership groups such as the SEND Parent Champion, together with an emphasis on using the ‘Local Offer’. The Local Offer can be accessed via a link on our School website (under Welcome – SEND Provision at St Mary’s) detailing the provisions and services available across the Kingston and Richmond Boroughs. The Virtual School is a useful resource aimed at supporting looked after children.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan.

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents, specialists and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments (often carried out by specialists like Speech and Language Therapist or Occupational Therapist) to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs.

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning embodies excellence: it is high quality and adapted to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework and the Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning

packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. The class teacher will remain responsible for working with the pupil on a daily basis and for their overall progress.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. This information is updated regularly and held confidentially in a secure, locked place on each School site. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs.

At St Mary's we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

3e How the school ensures that pupils with disabilities and Special Educational Needs are treated equally to children without SEND.

At St Mary's we make every effort to make adaptations to the curriculum, teaching and the learning environment to meet the needs of every pupil and as appropriate we provide access to ancillary aids and assistive technology. Please refer to our Accessibility Plan.

We have a lift on every school site to ensure children with limited mobility can access teaching spaces.

All trips, clubs and activities at St Mary's are made available to children with SEND. For some children, "reasonable adjustments" may need to be made. This is always done in partnership with parents and carers.

There is a wide range of extra-curricular clubs at St Mary's run by internal and external providers and reasonable adjustments will be made, with involvement of parents and carers to remove barriers where possible and to enable children with SEND to experience an enriched school experience.

Identifying SEND in schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements:

- Staff training is reported back to governors annually
- The Action Plan in the Single Equality Scheme is monitored annually, in close consultation with the Headteacher, and reported to the governing body.
- The SEND Governor meets termly with the SENCOs and is kept fully informed of pupil progress and reports to the governing body on the effectiveness of SEND interventions.
- The Headteacher's termly report to governors features a SEN update
- End of year SEN Report to the Governing Body.

3f Additional support for learning that is available to pupils with special educational needs.

Schools receive a fixed annual amount of funding for SEND pupils which is based upon the needs of the children on the SEND register at the time of census. The amount we receive is calculated by the National Funding Formula. This modest, limited notional SEND funding is used to support and enhance excellence and high-quality teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives. This may be in the form of an application for a needs assessment, aiming to secure an Education and Health Care plan for the child concerned.

The Headteacher has the final say in the use of the personal budget within the school.

3g Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

All clubs, trips and activities offered to pupils at St Mary's are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers in a compassionate manner. A wide range of extracurricular activities are available to all pupils at St Mary's including running club, choir, athletics, dance club, sports clubs etc.

Parents are encouraged to volunteer to accompany pupils on day trips and are offered guidance on how they can best support the class teachers.

3h Support that is available for improving the emotional and social development of pupils with special educational needs.

At St Mary's we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, circle time and collective worship, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following: access to the school counsellor; dedicated time with member of Senior Leadership Team; dedicated time with a SENCO; dedicated time with the school ELSA; external referral to CAMHS; time-out space for pupil to use when upset or agitated; or circle of friends etc. The school has employed a dedicated school counsellor who is able to work directly with our children (and their teachers) to support them compassionately with emotional and social development at school. The school also has weekly support from a member of the Mental Health Team, who run small groups for children on areas such as Managing Anxiety, Building Resilience, Friendships and Emotional Regulation. This team also provides Play Therapy for part of the school year. Parent support is also available from this team and referrals for both pupil groups and parent work are made after discussions with class teachers.

Pupils with emotional and social needs, because of their special educational needs, will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. We have an open door policy where parents are encouraged to share concerns at any point in the year. Pupil voice is also regarded with high importance and school council is a forum for their views to be shared. At annual reviews, pupils will be encouraged to contribute their thoughts and feelings regarding their learning and attitudes towards school.

Children with SEND can be more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place as well as regular opportunities for raising awareness of SEND for everyone in the school community. Parents are immediately informed should a bullying incident occur and the school works with those involved directly with the child to resolve the matter. The PSHE curriculum is carefully adapted for some SEN pupils and the SENCOs liaise regularly with the PSHE lead to ensure sensitive content is taught with care and compassion.

4 The name and contact details of the SEN Co-ordinators.

The SENCOs at St Mary's are Ruth Knight and Caroline Freer who are qualified teachers, experienced in SEND provision and both accredited by the National Award for SEND Co-ordination. Ruth Knight is the senior SENCO and Assistant Headteacher. Ruth Knight is available on 0208 8925840 at the infant site, 0208 2496836 at the middle site. Her email contact details are: rknight@st-marys.richmond.sch.uk. Caroline Freer is available on 0208 8927849 at the junior site, or cfreer@st-marys.richmond.sch.uk.

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

All teachers and teaching assistants have regular training and updates on areas such as: Safeguarding and child protection, attachment awareness, Autistic Spectrum Disorder, social and emotional support, speech and language, ADHD, Occupational therapy and Educational Psychologist input in order to support children with SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it, ensuring excellence in provision. Training providers we can approach are Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists, Teaching and Learning Advisors etc.

6 How equipment and facilities to support children and young people with special educational needs will be secured.

Specialist equipment will be considered on an individual basis

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

If, pupils are unable to access the curriculum and are not making expected progress, following some intervention, we will contact parents, with compassion, to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. This collaboration should ensure excellence in provision.

All parents of SEND pupils at St Mary's are invited to discuss the progress of their children on at least three occasions a year and receive a written Learning Profile and Learning Profile review three times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. The focus on the child will be as an individual not their SEND label. The child and the parents will understand the language used rather than professional jargon. It will highlight the child's strengths and capacities and enable them to say what they have done, what they are interested in and what outcomes they are seeking in the future. It will tailor support to the needs of the individual and organise assessments to minimise demands on families. It will bring together relevant professionals to discuss and agree the overall approach. This approach is often referred to as 'person-centred planning'.

9 The arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at St Mary's are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher and/or SENCO in the first instance to resolve the complaint, and then the Headteacher if they feel their concerns have not been resolved, before making a formal complaint to the Clerk of the GB. (See the Complaints Policy on the school website)

10 How the school involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The School has engaged with the following:-

- A Service Level Agreement with Educational Psychology service.
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Child & Adolescent Mental Health Services (CAMHS), Emotional Health Service, Education and Inclusion Support Service (EISS), Advisory Outreach Service for Autism (AOSA), Lead School improvement Advisor for SEN, Physiotherapy Services for pupil with requirement for direct therapy or advice.
- Single Point of Access support and referrals for a range of vulnerable needs.
- Ability to make ad hoc requests for advice from the Education Inclusion Service
- School Nurse
- Feeding specialists and dieticians
- Primary mental health workers
- Mental Health in Schools Team

In some cases, where the School is unable to provide specific therapeutic interventions for SEN children, parents may request that services paid for by them take place on school premises, during the school day. Parents must make their case in an application in writing to the Headteacher.

The School will make a decision on a case by case basis taking account of the following:

- Can the School provide the service within its own resources?
- Is the professional accredited and willing to provide a DBS and certificate of their professional qualifications?
- Does the School believe the service to be essential to the development of the child?
- Is the School able to facilitate the provision of time and accommodation for the visiting professional?
- Is the professional willing to abide by the School's Code of Conduct and policies?
- Is the professional willing to work with the School on shared targets which are evaluated termly for progress. Where progress is not seen the school reserves the right to withdraw permission to continue.

Parents will work together with the SENCOs to agree the above points before permission is granted for the service to commence.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

The 'Local Offer' website provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Please see the website for more information.

Website: https://kr.afcinfo.org.uk/local_offer

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At St Mary's we work closely with the nursery educational settings attended by the pupils before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. The SENCo meets with the Secondary SENCos of local schools in order to pass on relevant information regarding the pupils with SEND, in the summer term before transfer. All pupils who are transitioning to local secondary schools have the opportunity to spend a day in their new setting. In addition to this, the SENCo may arrange for secondary staff to visit St Mary's or attend an Annual Review. Appropriate arrangements are made for pupils attending schools out of borough. The SENCo will ensure appropriate transition arrangements are in place for pupils transitioning between classes or sites, or when Learning Support Assistants (LSAs) are changed, by arranging visits and discussion opportunities. Informative handover meetings will play a key role in ensuring smooth transition.

When considering the provision of support for children with an EHCP, a range of evidence is gathered. This evidence consists of reflection on the previous academic year, consideration of the statutory requirements of the EHCP, the child's current needs, the needs of other children with an EHCP and finally, the needs and management of the wider school. Parents' views are sought through a parent questionnaire and, when requested, an opportunity is given to parents to discuss their views through a face to face meeting.

Whilst we seek, value and fully consider the requests and views expressed by parents, the School reserves the right to make the final decision regarding provision, based upon the evidence it gathers. This may include a change to the Learning Support Assistant provided for the child.

The school is committed to regularly reviewing and updating the SEND policy and should be read in conjunction with the SEND information report, which can be found on the school website.

EQUALITIES STATEMENT

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect

discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.